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ABSTRACT

This report provides results of a study of placements in business and industry by 70 further education (FE) colleges and views of managers in Training and Enterprise Councils (TECs) and Education Business Partnerships (EBPs) across England and Wales. Chapter 1 reports that colleges made 848 placements; the most common purposes were upskilling and curriculum development; and more than half reported financial and administrative support from outside sources. These findings from the TEC/EBP survey are reported: placement activity was largely supported through some form of EBP/TEC structure, and the main barrier was definitional and audit constraints on use of placement funding. Chapters 2-5 contain information to assist college managers in planning and implementing useful placements in business. Chapter 2 highlights purposes and benefits; expresses colleges' rationales; and benefits to colleges, students, staff, and business. Chapter 3 lists main sources of funding, followed by examples of how colleges have used them. Chapter 4 reports placements and standards requirements and accreditation sources. Chapter 5 is a good practice guide that expands upon eight steps to plan, implement, and evaluate secondments. A reproducible check list for each step lists suggested actions in column form with other columns for notes, current profile, action needed, by whom, anticipated benefits, and target date. Appendixes include instruments, funding information, and 13 references. (YLB)

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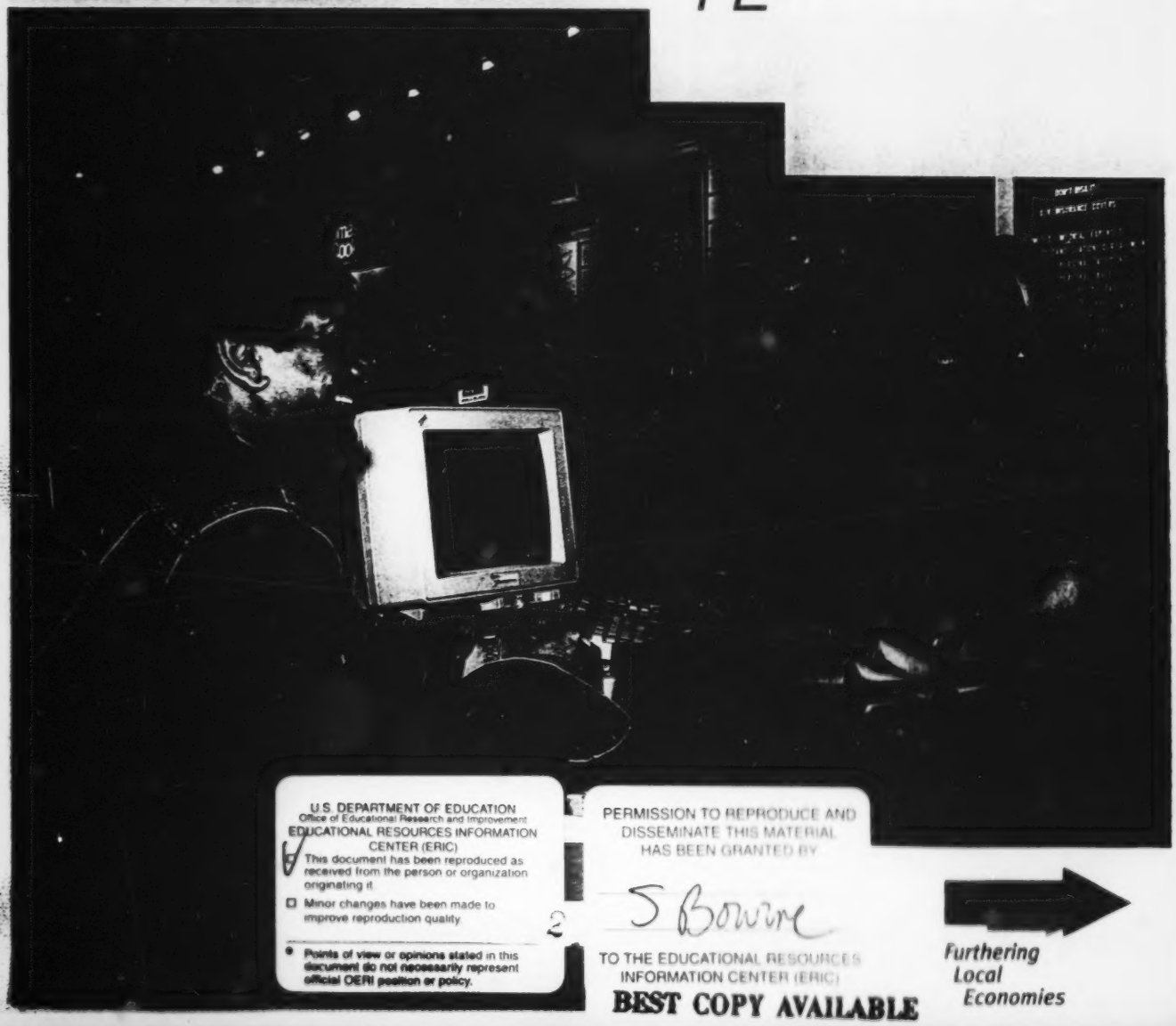
FEDA Further Education Development Agency

Learning with business:

FE staff secondments to business and industry

Maria Hughes

FE



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Furthering Local Economies

FEDA Further Education Development Agency

Learning with business:

FE staff secondments to business and industry

Maria Hughes

FE matters

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FURTHERING LOCAL ECONOMIES

Furthering Local Economies is an initiative to identify and develop the role of FE colleges in regional economic development. Through research projects and good practice investigations it is investigating FE involvement in all aspects of local economic development and, crucially, its relationships with other organisations such as local authorities and TECs.

There are three major strands to this work:

- Furthering Local Economies
- Employer Links
- Skills in the Workplace.

ABOUT THE AUTHOR

Maria Hughes is FEDA's Regional Representative based in the Northern Region. She undertakes a range of curriculum research and development activities nationally and within the region. Maria's portfolio of work includes partnership between the FE sector and employers. She also plays a significant role in FEDA's Learning at Work and Curriculum and Qualifications Programme areas.

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The project consultant was Jim Morning, who drafted the report on which this publication is based. Sue Carroll, former FEDA Education Staff, now Director of Curriculum, Barking College, was the project director until July 1996.

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Summary

This report considers the place of FE college staff secondments and placements in business and industry in the staff, curriculum and institutional development of colleges in the FE sector.

It draws on a FEDA research project which investigated the current take-up of such activities and examined the practical and financial barriers to their increased use.

The research demonstrated that well-planned and appropriate secondments and placements are powerful learning experiences which result in a wide range of benefits – to the staff concerned and their students and, in the best of cases, to the host organisation. However, in the current climate of budgetary constraint, the absence of earmarked funding for such activities clearly inhibits their development.

The report shows how best use may be made of the support currently available and provides a good practice guide to assist college managers and secondees to plan and implement useful placements and secondments to business.

Key findings

- Appropriate and well-planned secondments to business and industry are valuable staff development activities, providing effective staff updates with immediate benefits.
- College staff who have experienced good secondments to business and industry are highly positive about the value of the experience.
- Secondments contribute to the development of the curriculum both for 16 to 19-year-olds and for employee updating. This can work at a range of levels, from awareness raising to highly technical updating or consultancy.
- Advancements in working practices and the vast range of vocational contexts contained within the FE curriculum mean that recent and relevant experience in business and industry is increasingly important for college staff.
- Colleges are increasingly creating new posts which demand a businesslike approach, particularly in terms of customer care and financial management. Such staff need to keep up to date with leading-edge working practices.
- While FE colleges and TECs/EBPs are creating many opportunities for FE staff to access industrial placement, access to industrial placements or secondments is far from universal across the FE sector.
- FE college staff are perceived to be largely drawn from business and industry, and therefore the need to provide secondments is thought not to be as great as for their counterparts in schools.
- There are limited sources of external support available to colleges for secondments to business. The diversity of local arrangements and national funding sources, and the absence of a national scheme of earmarked funding for FE placements, places the onus on colleges to seek out and exploit the potential of secondments.
- Industrial secondments and placements work best within a whole-college staff development policy. Congruence between college HRD and quality assurance systems is an important performance indicator, as is the existence of a formalised, step-by-step system for identifying the objectives of placements and facilitating follow-up and dissemination.
- Even when well organised and well funded, placements and secondments rely on individual good will and motivation for their success. Some FE colleges have tried to recognise this by offering accreditation to the individuals taking part.

Note:

The terms 'secondment to business/industry' and 'industrial placement' are used interchangeably in this report.

1 Introduction

Successive Competitiveness White Papers* have recognised and defined the link between the provision of up-to-date education and training by FE colleges and economic growth. The responsiveness agenda challenges colleges to redefine their relationships with employers. The pace of technological change, developments in working practice, new legislative requirements, and raised expectations on quality, all require FE colleges to keep the content and delivery of learning programmes at the leading edge of industry standards. A systematic programme of placements or secondments to business and industry can provide recent and relevant business experience to inform curriculum change and enhance services to employers.

This publication draws on a FEDA research project – *Industrial Placements, Secondments and Exchanges* – which investigated the current use of secondments to business and industry in 70 FE colleges and obtained the views of managers in Training and Enterprise Councils (TECs) and Education Business Partnerships (EBPs) across England and Wales. (See Appendices 1 and 2.) It reports on current practice and highlights the benefits of placements and secondments. It also provides practical advice on the planning and implementation of secondments to help college managers set up new placements or improve their current practice.

Secondments in context

Appropriate and well-planned secondments to business and industry are valuable staff development activities, providing effective staff updates with immediate benefits. Enhanced staff awareness of business practice translates quickly into increased relevance in teaching and learning opportunities, improved curriculum materials and additional opportunities for student placements. Placements and secondments can also provide useful market information with the potential for curriculum and commercial advantage in new course development and services tailored to employers' needs.

There are many models of placements and secondments. The range of models includes:

- basic awareness raising, which may involve a short period of observation and company visits
- specific and, perhaps, high level updating of skills
- needs analysis, which may subsequently result in the provision of training by the college
- problem-solving and consultancy, where there may be a greater degree of reciprocity between the college and the firm.

The research identified many examples of effective use of secondments and a great deal of enthusiasm from participants. However, it was also apparent that, in many colleges, such successful secondments are the exception rather than the norm. There are real difficulties requiring corporate organisation and individual ingenuity if they are to be overcome:

- finding time and resources within a context of tightening budgets and competing priorities
- finding employers who can see the advantages of participating in such arrangements
- supporting staff in the challenge of crossing into a different culture and making the most of the experience on return to college.

There are limited sources of external support available to colleges for secondments to business. However, the diversity of local arrangements and national funding sources, and the absence of a national scheme of earmarked funding for FE placements, places the onus on colleges to seek out and exploit the potential of secondments. College senior managers need, therefore, to place these activities firmly within their strategic plan and secure the resources to manage and implement them. In a climate of more for less, access to support may rely on local partnerships.

* The White Papers referred to are: Competitiveness – Helping Business to Win; Competitiveness – Forging Ahead; Competitiveness – Creating the Enterprise Culture of Europe.

THE CURRENT POSITION

The FEDA research project sought views on:

- the range of secondment activities that further education staff are involved in
- sources of support available
- relevant issues to address

from colleges, Education Advisers in the Government Offices, TECs and, through them, Education Business Partnerships managers. Telephone and postal questionnaires were followed up with interviews with a sample of respondents.

Comments from respondents are included throughout this report in italics.

The college survey

A questionnaire was sent to all further education and sixth form colleges in England and Wales during June and July of 1996. The questionnaire sought information on the current use of business secondments and the opportunities for FE staff placements generated from internal and external sources. Respondents were also asked to comment on the purposes and time patterns of the placement activities they identified.

The main areas covered by the questionnaire were:

- numbers involved
- purposes and target of the placements
- sources of financial and administrative support
- accreditation.

In total, 160 responses were received from 70 colleges, mainly from Staff Development and Human Resource Development (HRD) managers and administrators. Responses were split into four categories according to the volume of activity to enable the pattern of the relationship between outside support and college funds to be identified. The categories were:

Category 1 colleges with 20 or more placements

Category 2 colleges with 10–19 placements

Category 3 colleges with 1–9 placements

Category 4 colleges reporting no placement activity.

Categories 1–3 generated 95 responses; it is against this figure that percentages are generated in analysing patterns.

Volume

The number of placements identified from the survey was 848. This represents about 4% of estimated total staff in the responding colleges based on the FEFC average college staff number of 250 FTE (full time equivalent) staff. However, the variation in opportunity and practice is more significant than the total volume. Table 1 illustrates the differences between colleges.

Table 1 Volume of placements in respondent colleges

Category	Total replies	Total placements	Average
20+ placements	14	520	37
10–19 placements	10	121	12
1–9 placements	71	207	3
Nil placements	65	–	–
Total	160	848	5.3

The variation in practice and opportunity is even more marked when one anomalous response – the college that reported a whole-staff placement week (a total of 211 placements) – is excluded from the figures.

Purposes and target groups

The most commonly quoted purposes are summarised in Table 2.

Table 2 Reported purposes of secondment

Purpose	Response rate
Up-skilling in specified sectors	65%
Teaching material/assignment updating/preparation	35%
GNVQ-related development	24%
General awareness raising/job shadowing	18%
Updating management/personnel knowledge	12%
Developing student placements	11%
NVQ assessment training	10%
New links with employers	9%
New business development	4%
Consultancy/research	3%

The range of staff offered and taking up placements is representative of the range of job roles and levels of responsibility across the colleges. The important factor in identifying staff seemed to be sector/subject expertise rather than position in the hierarchy.

Only 15–16% of respondents related the placement to the outcomes of appraisal or staff development review. The majority talked of 'volunteers', often because the scheme was being piloted or using new money, such as Development Funding. The issue of secondments' relationship to the new FE staff contracts was left as a grey area, or raised by respondents as something to be resolved later.

New contracts and use of 'directed time' should enable more of this activity.

Sources of financial and administrative support

Support from outside sources, such as EBPs or TECs, was higher than might have been expected from the results of the TEC/EBP questionnaire. More than half of respondents involved in secondment activity reported financial/administrative support from outside sources. There was considerable variation in college expectation of financial support/costs. A significant proportion of respondents (20–21%) reported that, apart from travel costs, there was little need for financial support for placement activity. An equal proportion (20–21%) reported that the lack of funds for supply cover was an inhibiting factor.

I would like to see a far wider range of staff from different disciplines offered the opportunity for placements. The teacher placement scheme was very useful. TEC/EBP (or other) can have an important role in matching staff to suitable placement. The odd bursary will not allow access by the majority and staff development funds are stretched as it is.

Only one college had attempted a cost analysis of the whole activity, arriving at a figure of £73 per day when they had accounted for administration, cover and travel. Of the 65 colleges not offering or reporting any placement activity three mentioned lack of funds, including one respondent who described the amounts offered by the local TEC to fund a possible 10% FE target as derisory.

There was little mention of any charges being made by employers supplying the placement. However, for some colleges this may be a significant issue.

The only limiting factor for us is that the funding allocation level for this college does not allow us to take up placements where the employer charges a fee. Our budget is too tight for this.

The main support from TECs/EBPs was in the form of help with locating possible employers/businesses.

I think placements in industry could be very useful and maybe should be part of every tutor's life, say once every three years – but who is going to find it?

There is a pattern associated with the volume categories: colleges supporting more placements in 1995–96 were also accessing support and funds from the local TEC/EBP placement service. This is illustrated in Table 3.

Table 3 Support and funding of placements

Category	Total replies	TEC/EBP support reported	College-based resources only
20+	14	10	4
10–19	10	6	4
1–9	71	34	37
Total	95	50	45

Twenty-four respondents mentioned the Development Fund as their most important source of funding. Where descriptions of the timescale and purpose were given, these Development Fund placements tended be of longer duration and related to GNVQs. Five noted that the resources also came from the employer. Responses from the colleges reporting fewer than five placements showed the greatest variation in funding sources. The European Social Fund (ESF), individual employers and Local Authority sources were indicated, possibly reflecting myriad local one-off deals.

Accreditation

Only eight respondents offering placements were supporting associated accreditation. Where the Royal Society of Arts (RSA) accreditation was used, it also provided a checklist/framework for good practice. The numbers and accrediting bodies are listed overleaf.

Table 4 Awarding bodies cited	
Awarding body	**Times cited**
RSA	4
MCI	2
City and Guilds	1
Cheshire Education Management	1

Views of the Government Office Education Advisers

Telephone interviews with Education Advisers in the Government Offices in the regions sought their views on the support for and take-up of secondments to business in the FE sector. Their responses confirmed that the situation is complex and requires an understanding of the sources of funding and support available, and the regulations which apply. Interpretation seems to vary locally. In general, FE tends to be overlooked in favour of schools, where the need is perceived to be greater. There is a prevailing perception that FE staff have industrial backgrounds and established industrial contacts, and therefore do not need industry placements.

Teacher Placement Funds

Some FE staff are getting placements through the Teacher Placement Fund, but its main priorities are primary and secondary school teachers. Two factors are influential in this:

- FE lecturers are assumed to have their own employer contacts. The needs of teachers from schools and sixth form colleges are therefore seen as greater in terms of relative starting points.
- Core funding from SRB to provide a local teacher placement service was initially targeted at the school sector. There was, however, some flexibility (up to 10%) to include FE and Careers staff.

Although FE lecturers are not mentioned in the PRF (performance-related funding) contracts linked to GNVQ developments, TECs may exercise discretion by, for example, opting to include a proportion of FE lecturers in their target group. The Teacher Placement Scheme (TPS) therefore does not exclude FE staff, but there is no financial incentive to target them

The extent to which FE placements are prioritised by Government Offices for the Regions and by individual TECs varies. The target for teacher placements in England, set by Government Offices and TPS, is 10%. It does not, however, specify FE lecturers as a separate category. Targets are specified in terms of 'teachers'; the assumption is that this means teachers from schools. The wording of some contracts may specify primary and secondary school teachers.

The scale of FE involvement appears low in proportion to overall placements. The extent to which FE staff benefit from the TPS seems to depend on the priorities of individual organisations or post holders, encouragement by a particular Government Office, TEC or regional TP organiser, or a proactive approach by particular colleges.

Where funds are channelled through the EBP, and the EBP is rooted in the Technical Vocational Education Initiative (TVEI) or located with the local education authority (LEA), there may be a strong orientation towards schools, and away from colleges. This is especially true now that colleges are independent.

The situation in Wales is markedly different, where a 10% annual target is set specifically for FE.

FE Competitiveness and Development Funds

Competitiveness Funds are intended for capital expenditure. The necessary underpinning staff development (for example, to learn to use the technology purchased through the Fund) is not usually viewed as eligible for Competitiveness Funding. However, employer involvement in Competitiveness Fund projects may be 'in kind' rather than as funds, and may provide opportunities for placements.

Development Funds are primarily intended to impact on access for students. The way in which TECs handle Development Funds varies enormously. Some TECs set the criteria; others are led by colleges' priorities. Some Government Offices recommend using Development Funds to provide the underpinning staff development for successful Competitiveness Fund bids. Development Fund projects may include an element of teacher placement; however the information held on development fund projects is too general to allow the incidence of this to be determined.

Projects concerned with GNVQs may include some FE teacher placements, as may Training Development Lead Body (TDLB) assessment and verification unit training and sixth form college projects to vocationalise curriculum.

Single Regeneration Budget (SRB)

Some SRB projects have an education dimension and involve education/employer links. They might, therefore, include an element of FE teacher placement.

The TEC/EBP survey

A questionnaire was sent to all 82 TECs in England and Wales, with a covering letter requesting the participation of EBPs and Teacher Placement Organisers where appropriate. Forty-two TECs responded. The questionnaire sought information on support for secondments to business for FE staff from national funding programmes, administered by TECs, which aim to help colleges become more responsive to employer needs.

The main areas covered by the questionnaire were:

- the structure of support for placements deriving from TECs/EBPs/Teacher Placement Funds
- volume of opportunities for FE staff
- barriers to FE staff involvement
- opportunities for placement activities associated with other funds including TVEI embedding, Development Funds, Competitiveness Funds and SRB projects.

Structures of support

Placement activity is largely supported through some form of EBP/TEC structure. Thirty-three respondents (79%) identified at least one placement organiser in each TEC area. The remaining nine (21%) said that delivery was through the EBP coordinators. Placement organisers were generally employed by the EBP (41%) or the TEC (31%). However, it was obvious from the responses that many joint structures are in place involving TECs, LEAs and EBPs and even, in two cases, the Careers Service. A majority (30, or 71%) of TECs add funds to the teacher placement resources. A significant minority (12) double the funds from central government. There was no indication that the extra funding supports a specific FE dimension to the activity. However, some TECs did report a performance related funding (PRF) target that specified FE participation in placement activities.

Volume

The TEC/EBP survey results confirmed the view expressed by GO Education Advisers in the earlier telephone survey: opportunities for support for secondments for FE staff are highly dependent on local circumstances. Respondents to this survey reported that they cover 900 schools, 168 colleges and 47 sixth form colleges across England and Wales, indicating that the relative volumes for school and further education drawn from this sample are fairly typical. In terms of volume, there were 16,000 reported opportunities for school teacher placements in 1995–96. Total FE staff during the same period was just under 800, including Development Fund activities and placements attributed to the work of EBPs and placement organisers.

Respondents' predictions of future patterns were not optimistic. While 15 respondents (about 35%) predicted an increase in FE numbers, 21 (50%) thought the patterns would remain the same, and seven respondents (about 16%) predicted a decrease because of funding and audit constraints.

Barriers to FE opportunities

Respondents were clear that the main barrier was the definitional and audit constraints on the use of placement funding. This was commented on by 32 (76%) of the respondents. Indeed five respondents volunteered the comment that the 10% target for school teacher placement so dominated local priorities and employer resources that wider policy discussion was being lost even at local level. The three other main barriers are:

- FE upskill requirements beyond the scope of placement resources (ten respondents, or 26%)
- EBP/FE links weak (eight respondents, or 21%)
- Resources for supply cover difficult (eight respondents, or 21%).

Opportunities from other funding sources

Of the other possible funding sources, only TEC Development Funds seemed to offer further opportunity for FE staff placement/secondment. Fifteen respondents (36%) identified elements of placement within 1995–96 Development Fund projects (typically to support GNVQ). Activities planned for 1996–97 indicated that this might decrease slightly (12 respondents or 29%). However, this was easily more significant than opportunities deriving from SRB, general TEC funds such as TVEI embedding or staff development associated with the Competitiveness Fund.

The examples given added up to 180 opportunities (included in the FE total above). However, there was also some indication that the activity associated with the Development Funds was longer lasting (for example, five to ten days over several weeks) and more likely to be linked to more clearly thought-out purposes (see college survey).

Issues

College staff who had experienced good secondments to business and industry were highly positive about the value of the experience. It is clear that the beneficial effects can work at a range of levels, from awareness raising, which provides an insight into a business culture, to highly technical updating or consultancy, where the benefits to the company may be as great as those to the college. There was also considerable evidence that well-planned and appropriate secondments contribute to the development of the curriculum, both for 16 to 19-year-olds and for employee updating.

However, external support for colleges to extend the use of secondments remains a neglected cause. Both surveys confirm that within the present mixed funding regimes there is much being accomplished by FE colleges and TECs/EBPs to create opportunities for FE staff to access industrial placement. They also indicate that access to industrial placements or secondments is far from universal across the FE sector. This may be because FE college staff are perceived to be largely drawn from business and industry, and therefore the need to provide secondments is thought not as great as for their counterparts in schools.

The backgrounds and experience of college staff are changing, particularly those delivering courses leading to new qualifications, such as GNVQs. With rapid advancements in working practices in the vast range of vocational contexts covered in the FE curriculum, this means that recent and relevant experience in business and industry is even more important. In addition, colleges are increasingly creating new posts – such as client service managers and estates managers – which demand a businesslike approach, particularly in terms of customer care and financial management. It is vital that such staff keep up to date with leading-edge working practices.

There was little evidence from the survey of reciprocal arrangements, where business and industry staff exchange roles with college staff. Such exchanges are likely to take place at senior management level, perhaps supported by the BT Principals Work Shadowing Project or initiatives at governing body level. This practice may need to be encouraged and extended to a greater range of staff as the operating environment of further education grows more similar to that of the commercial sector.

Besides the statistical evidence of a limited availability of external support, many individual comments in both questionnaires indicated that industrial placement was a neglected priority because of resourcing constraints and lack of information on good practice. Indeed, there were many unprompted comments that the surveys were timely because they could provide evidence to inform future national policy, in the light of their perception that some present funding could disappear.

I would welcome your support in encouraging Government to also support industrial placements in FE colleges. We could do with help in setting these up and also with paying teaching cover.

2 A rationale for 'going out'

The development of a culture of lifelong learning is central to the UK's competitiveness and business success. Lifelong learning has implications for those who work in further education as well as for FE students and we must practice what we preach. While it is possible to update a subject specialism by other methods, there is really no substitute for hands-on experience, particularly to gain insight into how new knowledge is put into practice.

Colleges investing in secondments to business reported that the case for such activity was both strategic and pragmatic. It is at the heart of college mission statements where the FE contribution to local economic growth was significant. It showed in budget reports recording income from franchising, cost recovery courses and consultancy services. The driving force was a recognition of the need to get closer to employers and position the college to take full strategic, curricular and commercial advantage of the links.

Colleges have always had links with employers and many secondment opportunities are created by individuals exploiting existing contacts. Colleges committed to a programme of industrial placements and secondments are concerned to maximise a possibly under-used resource.

Purposes and benefits

Secondments can legitimately serve many purposes, including:

- improving college staff knowledge of industrial customers
- improving general awareness of industry management practice
- comparing and contrasting similar roles in other settings
- developing employer awareness of FE provision
  - providing information to business on college services
- building specific awareness of up-to-date techniques and skill requirements
- developing up-to-date teaching materials, ideas for assignments and projects
- developing and checking out student work placements
- general and specific market research on the skill requirements of business
- identifying sector and individual employer training needs and skill gaps
- generating new relationships with industry and new business for colleges, such as:
  - assessor and verifier training to TDLB standards
  - delivering training/ensuring standards of employer training
  - organising franchising/contract management
- providing audit and consultancy services to business
  - assessing and developing specific training/assessment systems for employers
  - development of training plans.

This range of purposes continues to expand, with perhaps a greater emphasis on improving the relevance of a college's curriculum offer. The benefits to individual staff increasingly are matched by both curriculum benefits and tangible benefits to employers. FE colleges are approaching businesses to negotiate staff placement opportunities that offer positive outcomes for the employer, and extend the diversity of collaboration between FE and local industry.

Colleges make a significant contribution to economic development and upskilling the current and future workforce. Secondments can be a powerful instrument of market research for colleges. They may provide diagnostic needs analysis for companies and first-line customer communication to promote the takeup of training and, subsequently, development of a qualified workforce. As well as following up skills gaps, FE colleges can offer diagnosis and training to meet new legislative requirements and EU standards.

College A arranged a six-month placement, one day per week, with a car manufacturer's project team looking at quality control of supplier contracts. As a direct result of the placement, both the manufacturing company and some of its suppliers commissioned staff training modules from the college.

College B has seconded four members of staff to develop their expertise in electronics and control technology. The commitment is one day per fortnight to a heavy engineering business, a manufacturer of domestic appliances and a car industry supplier. The subsequent curriculum development has included training in electronics and control technology for SMEs in manufacturing and diagnostic repair, and an introductory mathematics and electronics course run in collaboration with local schools.

College C has a policy of funding a small number of longer (4–6 week) secondments in key sectors or development areas such as electronics, IT, Retail and engineering. Particular attention is paid to the role the secondee will play in the company. Each placement is selected, organised and administered at faculty level, with the college staff development/ personnel team in a needs analysis and monitoring role. The benefits of the longer secondments are in the improved quality of the participating lecturers' input to curriculum, the increased contacts for student work experience and recruitment, and enhanced employer confidence in the college.

College D has used franchising extensively to achieve growth and market penetration. Placement priorities are linked to middle management assessment of local market information and sector growth potential, and follow up of marketing leads. Work has been undertaken with the local TEC/Business Link to follow up training needs to meet Health and Safety and accounting requirements This has meant placements associated with college delivery of on-site customised training for numerous companies, both locally and regionally.

College rationales

FEDA's research indicates a range of rationales for secondments expressed by FE colleges. These are expressed in Table 5.

Table 5 Colleges' rationale for secondments

Rationale	Commentary
Strengthening the college strategic plan by providing recent and relevant market information Extending FE college contribution to the local economy	'I can now argue the case for FE's contribution to the local economy to the TEC Board and know that I have at least one ally in the MD I shadowed and talked to.' *College Principal*
Making the most of links with local business	'It was a useful by-product of the exchange that we both had an interest in working through IIP.' *Vice Principal* 'At the team meeting after my placement other colleagues were able to contribute from their less formal contacts to make suggestions for new course materials.' *Accountancy Lecturer*
Developing services to business	'I was surprised how open the company was to my suggestions of a college contribution to their training needs.' *College Lecturer* 'We had expertise in WEB site development that we could sell at very competitive rates.' *IT Lecturer* 'The placement enables me to work with employers to devise on-the-job NVQ assessments for employees.' *Land-based subjects lecturer*
Ensuring that all lecturers have recent and relevant experience	'Although I had kept up to date scientifically and in terms of the demands of qualifications the emphasis on quality systems was new to me.' *Science Lecturer* 'We could not have delivered the NVQ without the practical experience gained from the secondment.' *Care Team Leader* 'I thoroughly enjoyed my placement. I felt I could use it in my GNVQ Science teaching for the benefit of the students.' *Science Lecturer*
Ensuring that the mainstream curriculum is relevant	'The chief economist assisted the college and advised A-level Economics students in a computer simulation for running the British economy. Excellent links established with industry, commercial contacts – assisting with curriculum activities such as interviewing skills development and core skills communication development on GNVQs.' *Assistant Principal*
Retraining staff in new curriculum areas	'I was able to widen my knowledge of clothing manufacture, to enhance teaching of GNVQ Manufacture and to help with devising assignments.' *GNVQ Co-ordinator* 'Presented the opportunity to broaden experience before tutoring on a new course in Business and Countryside tourism.' *Lecturer*
Generating ideas for college processes e.g. recruitment, appraisals, training	'We have now established placements as a tool for staff Development and for a variety of college activities. There are a number of staff from outside lecturing who are now interested in placements and one group in particular are using it as a team activity with individuals visiting different companies to compare notes.' *Staff Development Manager*

College E has committed itself to a policy of at least 5% of staff on placement in any given year. As the scheme has evolved, priority is given to placements which involve audits or skills review work for the host company by the visiting college staff member. To date, besides the updating benefits to college staff arising from this close connection with business, the company skill reviews have generated over £20K of business for the college in course provision, on-site training and assessment. The college has won a National Curriculum Award for its development of NVQs.

College F has a business contact fortnight each year in which all college teaching staff follow up local company contacts and arrange individual programmes of shadowing, visits and sector updating as appropriate. Evaluation has confirmed the benefits to individual staff in general industrial awareness and self-confidence, improvement in the college's GNVQ and work experience offering, and greater confidence on the part of local business in the quality of college provision.

The benefits

The enriched curriculum and associated enhancements arising from secondment to industry bring numerous benefits to colleges, students and staff, and to the business community. Perhaps most important is the measurable benefit to colleges of finding out how business works, particularly when this understanding is converted into learning opportunities in FE colleges. An indication of the range of benefits is given in Table 6.

A sixth form college (College G) seeking to develop its Science GNVQ used college governing body contacts for some placements with food retail companies looking at production and storage. The two placements of five days each resulted in improved assignment materials by both Science and Business Studies teams. The MD of one firm has now joined the college governing body. Work experience for six students per year has been a further outcome of the placements.

Table 6 Benefits of secondments

Benefits to staff

- increased knowledge of industry needs
- links with local company
- portfolio of self development activities
- up-to-date experience of new working practices

Benefits to curriculum (and therefore students)

- more up-to-date content
- inclusion of latest industry standards and requirements
- greater credibility of new qualifications
- more relevant assignments and projects
- stronger link between theory and practice

Benefits to college

- commercial approach – in tune with customers
- joint development with company clients
- distance learning provision enhanced

Benefits to business

- opportunity to explain their training needs to a possible provider
- opportunity to find out about recent developments in curriculum and qualifications
- opportunity to have professional feedback on current systems and training needs
- opportunity to discuss NVQs and other training solutions
- possible recruitment advantage
- better trained future workforce
- enhanced standing in the community

3 Sources of support

The FEDA research revealed that no single funding source for FE colleges provides all the resources necessary for a complete package of support for secondments to business. Clearly, colleges will recognise the importance of demonstrating a strong link between HRD policy and future curriculum provision within their strategic plan. Such links will give added weight to a college's general budget proposals to FEFC, but will not necessarily secure direct funding for placements or secondments. However, a variety of outside agencies offer considerable help, not only with funds but in locating companies willing to accept placements.

The main sources of funding, followed by examples of how they have been used by colleges, are listed below in Table 7.

Table 7 Main sources of funding

Source/Agency **Teacher Placement Scheme**

Purposes Industry links through placement

Location Industry links through placement

Requirements Placements linked to college/dept/team objectives

Indicative Amounts Depends on local policy. Funds usually are for travel and materials. Help with cover is rare.

Case study

College J has worked with the Teacher Placement Scheme based in a local EBP to offer a variety of placement opportunities to its staff. The TPS makes a modest contribution to the cost of cover and travelling and charges a flat rate fee for EBP membership services including administrative services and finding suitable placement opportunities.

Source/Agency **TEC discretionary funding**

Purposes Economic development; training infrastructure development

Location Local TEC

Requirements By negotiation between TEC and college

Indicative Amounts Determined by negotiation

Case study

College H in the North West has used funding provided by the local TEC and Business Link to arrange placements in manufacturing companies in Northern France, Belgium and Spain, and by incorporating an element of local industry placement into a programme of staff exchanges with European FE institutions. Visiting staff from European colleges were placed with local businesses seeking to expand their export potential.

Source/Agency **Further Education Development Funds**

Purposes Increasing college responsiveness to employers' needs

Location Local TEC

Requirements By negotiation between TEC and college. Emphasis is moving from curriculum to employer impact.

Indicative Amounts £25K–50K per college, depending on size and TEC policy

Case study

College I, seeking to develop its capacity as a centre of excellence in logistics and distribution, arranged three placements with a food distribution company, a soft drinks retail company, and a household goods warehousing company. The placements were part of a market research project using FE Development Funds.

Source **Single Regeneration Budget (SRB)**

Purposes Economic regeneration

Location DfEE regional offices

Requirements Annual bids in conjunction with TEC, LEA, FE consortia favoured. Specific outputs on placements and employer involvement.

Indicative Amounts £250K to £1 million over 3–5 years

Case study

College K was a partner in a successful SRB bid aimed at developing basic skill opportunities. As part of the employer involvement college staff were seconded into private and public service organisations to help conduct initial skill audits and guidance opportunities.

Other sources of support

While all colleges have their own formal and informal systems for contact with employers, which can be drawn on when arranging placements, several local and national organisations offer expertise in organising secondments. They offer a range of services to help college managers by providing models of good practice and additional employer contacts. Table 8 lists contacts and indicates the range of services which may be available.

Table 8 Contacts and services

Organisation **Teacher Placement Service** ***Location*** Funded by various local sources including TECs, EBPs, LEAs and occasionally Careers Services ***Services offered*** Varies according to local agreement but could include: • access to employer contacts • standardised paperwork • access to accreditation • help with employer contacts • briefings for secondees.	***Organisation*** **National School/College Associates Programme** ***Location*** National co-ordinator working through UBI and based at UBI HQ in Oxford ***Services offered*** Location of employers willing to visit and be seconded to FE; induction and training; exchanges as appropriate; certification and quality assurance.
Organisation **UBI Regional Network** ***Location*** Nine regions across the country; HQ in Oxford ***Services offered*** • information on best practice in a locality • regionally organised programmes and seminars • evaluation and research services.	***Organisation*** **National Training Organisations (NTOs)** ***Location*** Sector specific but contact through the NTO National Council ***Services offered*** Varies from ITO to ITO. Large ITOs such as EMTA of HTF will offer contacts and arrange initial meetings if asked. Smaller ITOs may only be able to offer local contacts from their database.
Organisation **AOC/APC Work Shadowing scheme** for principals and second tier managers ***Location*** National Unit sponsored by BT ***Services offered*** • visit by national co-ordinator to clarify objectives • identification of appropriate employers • debriefing.	***Organisation*** **Training and Enterprise Councils (TECs)** ***Location*** Local ***Services offered*** Education Managers and Youth Training Contract Managers will be known to colleges but TECs can also be used to access databases of local employers through Business Link and IIP databases.

Case studies

With the help of the Placement Officer of the local Education Business Partnership, College L has a comprehensive programme of placements and secondments funded largely through Development Funds and aimed at supporting the development of GNVQs The college uses the framework provided by the RSA accreditation scheme and the Teacher Placement Service's booklet Managing Your Placement to ensure that the objectives of each placement are clear and that the processes for dissemination and integration post placement are working to the benefit of the college curriculum provision. Spinoffs include additional work experience opportunities for students, video material on up-to-date catering techniques and a staff-initiated TQM (total quality management) approach.

College M has used a UBI Women into Industry programme to allow its female staff to have opportunity to use placements to explore gender stereotyping across a range of industries. The administrative support for the placements included finding placement opportunities, organising support networks and setting up a conference after the cycle of placements.

College N arranged through the School/College Associates programme for a research chemist from a national manufacturing company to help develop GNVQ and NVQ curriculum. As well as benefits to the professional confidence and presentation skills of the chemist, the college science provision was updated and work placement opportunities for students created.

College O has developed its TEC-contracted provider role to include Modern Apprenticeships (MAs) using Development Funds and TEC market research funding to place four staff in local industries, ranging from NHS hospitals to fast food retail chains and pharmaceuticals. Besides the MA income generated, the college has helped develop assessment centres and gained additional income of over £25K for NVQ assessment services.

With collaborative help from its local TEC, College P has set up a Direct Business Service unit and uses short (two-day) placements and secondments as a major means of developing markets. The Business Plan (developed with funding obtained through the local Business Link) shows a target of £20K business from an expenditure of £2K on market research secondments. The target was met in 1996 and increased by 50% in 1997–98.

Industrial placements in Europe

Many colleges are now looking to Europe to create wider opportunities for UK students, and to explore new markets for their own training services. Exchanges and joint projects with European colleges are quite common, funded largely by European Union Funds.

Within these large projects, there are opportunities for transnational placements with European employers (see Table 9). In addition to advantages of transnational co-operation and the recognition of a European employment market, the benefits of such placements include the development of innovative approaches to training delivery and contracts for training programmes outside the UK. To the non-European specialist, the abundance of confusingly titled EU programmes may seem daunting. The main funding areas which can support placement activity are identified below. The sums of money involved can be quite large and the success rate with bids can be as high as 50%. The two programmes involved are Leonardo and Socrates.

All of these funds involve partnerships with colleges in Europe and allow individuals to identify training needs, both individually and institutionally. The Leonardo programme builds on existing collaborative partnerships involving employers, colleges and employer-led agencies and encourages surveys and reports on business practice or labour market conditions. Although the Comenius I programme is mostly used by school teachers the eligibility rules only exclude higher education. Bids from FE are welcomed. Similarly, Lingua B eligibility is not restricted to language courses, and elements such as teaching methodologies and practice in the language for vocational training purposes are encouraged.

Table 9 EU-funded placements

EU programme **Socrates/Comenius I**

Purpose Transnational placements and exchanges to support vocational education and training

Placement Up to three weeks for work study

Contact Central Bureau for Educational Visits and Exchanges, or UBI International Programmes Director, University of East Anglia

Funding Up to ECU 1,500 (£1,200) per placement

EU programme **Socrates/Lingua B**

Purpose INSET in foreign language teaching (can also include vocational language)

Placement Up to four weeks for work shadowing in a foreign language

Contact Central Bureau for Educational Visits and Exchanges

Funding Up to ECU 1,500 (£1,200) per placement

EU programme **Leonardo/Measure I.1.2.c**

Purpose Exchanges for training instructors to support transnational innovation in training delivery

Placement Up to one year in the context of a relevant programme (usually at least two/three weeks)

Contact Central Bureau for Educational Visits and Exchanges

Funding Funding in context of overall project funds; up to ECU 5,000 per placement

Case studies

Using funds accessed under Comenius I Teacher Placement programme **College S** arranged for two lecturers delivering Business Studies to visit packaging companies in Sweden and Denmark. The resulting curriculum development included materials on environmentally friendly technologies for production and for dealing with industrial waste.

Using funds accessed under Lingua B **College R** in the Midlands has placed three tutors in companies in Germany and Sweden in support of developments in electronics and computing. The observations have included work-based training in the two countries and the outcomes have included setting up Web sites and video-conferencing links

College Q has used placements in Italy and Sweden as part of a Leonardo project to promote public and private sector tourism links. A group of trainers and tutors from the college and private providers shadowed employees in local travel agencies, sports and tourist attractions. The outcomes included materials and additional placements opportunities for students and the establishment of civic and commercial IT links with employers in the European countries.

4 Standards and accreditation

Links with quality standards

Industrial secondments and placements work best within a whole-college staff development policy. Congruence between college HRD and quality assurance systems is an important performance indicator, as is the existence of a formalised, step-by-step system for identifying the objectives of placements and facilitating follow-up and dissemination. Colleges may wish to consider the relative merits of a centralised system or devolution of these processes to faculties, departments or course teams.

There are however, a number of external factors that can affect how a college approaches industrial placements, notably FEFC Planning Guidance, the FEFC Inspection Framework and external quality awards such as IIP (Investors in People) and ISO 9000. Table 10 indicates how a programme of industrial placements can contribute towards the evidence requirements of each of these external standards.

Table 10 Placements and standards requirements

Standard: **FEFC Planning Guidance** as set out in 96/34, 96/28 and 96/04

Contribution of well-organised placement activity:

- provides evidence of staff development activity geared to the Institution's competitiveness objectives
- provides evidence of detailed appraisals of the needs of the local labour market
- provides evidence of the development of employer services
- provides evidence of working with TECs

Specific elements:

- 96/34 Annex A Paras 5.6 and 11d

Standard: **Investors in People**

Contribution of well-organised placement activity:

- provides evidence of training activity which is planned (principle 2)
- provides evidence of training activity which is related to the needs of the job (Principle 3)
- provides evidence of training activity which is evaluated and incorporated into future development

Specific elements:

- indicators 2.6, 3.3, 3.5, 4.1 and 4.2

Standard: **FEFC Inspection Framework**

Contribution of well-organised placement activity:

- provides evidence of responsiveness to employer needs
- provides evidence of documented staff development activity
- provides evidence of self-assessment procedures

Specific elements:

- range and responsiveness
- quality of teaching and learning

Standard: **ISO 9000**

Contribution of well-organised placement activity:

- provides evidence of the integration of training and industry standards quality processes
- provides evidence of standard documentation of training processes

Specific elements:

- ISO9000/1 Para 5.4
- ISO9001/2 Paras 4.16 and 4.18

Case studies

College T was given a Grade 1 for both Range and Responsiveness and Quality Assurance in its FEFC Inspection. In both of these aspects of college provision, the contribution of the programme of industrial placements to curriculum and staff development as well as links with local business was favourably commented on. The college has won National Curriculum Awards resulting from the links arising from industrial placements.

The quality manager of **College U** was evaluating the usefulness of quality standards in ISO 9000 to the development of college quality procedures. Through the local TEC and placement manager she organised placements for two key college staff, with a manufacturing company and a legal firm that were implementing ISO 9000 standards and used their reports in designing a college TQM system.

College V had committed to Investors in People (IIP) and arranged with the local TEC to exchange HRD managers with a retail company which was also going for IIP. Both managers contributed to the initial audit stage of the IIP process by using their time in each others business to comment on aspects of personnel and training policy. The reports from the exchanges were incorporated into the IIP evidence for both the colleges and the company.

College W developed a model for its industrial placement processes linking appraisal outcomes, secondment and subsequent development of its GNVQ provision. This model with documentary support was presented in its evidence portfolio at final assessment and the college was successful in gaining IIP recognition.

Accreditation sources

Even when they are well organised and well funded, placements and secondments rely on individual good will and motivation for their success. Some colleges have tried to recognise this by offering accreditation to the individuals taking part. Such accreditation is portfolio based, drawn from the paperwork produced during the placements, such as lists of objectives, log books or diaries, and incorporating the report or materials developed as outcomes.

While a national framework for linking such professional development activities into recognised qualifications such as NVQs or degrees is yet to be developed, some local higher education institutions do accredit education/industry activities and offer Credit Accumulation and Access (CAT) points depending on which qualification is targeted. Alternatively, there is a freestanding accreditation route validated by the RSA Examinations Board. An additional benefit of following an accreditation pathway is that the framework provides a comprehensive checklist for good practice.

Generally, costs are met by the college or Teacher Placement Funds. Approximately 15 lecturers received one of the two RSA awards in 1995–96. In addition, the School Associates programme offers certification and accreditation compatible with the NVQ framework.

Accreditation **Certificate in School Associate work**

Accrediting body School Associates/ RSA Examination Board/TDLB

Contact UBI Oxford Region or local Teacher Placement Manager

Accreditation **Certificate of Teacher Placement** (Stage 1)

Accrediting body The RSA Examination Board

Contact UBI Northern Region or local Teacher Placement Manager

Accreditation **Certificate of Professional Development through Teacher Placement** (Stage 2)

Accrediting body The RSA Examination Board

Contact UBI Northern Region or local Teacher Placement Manager

5 Good practice guide

Secondments and industrial placements clearly have much to offer further education colleges. However, these activities require organisational commitment within a college to ensure success. Both senior managers and staff going out on placements need to:

1 establish priorities from the college strategic plan

2 identify staff development needs

3 identify suitable placements, making and maintaining contact with employers

4 develop the secondment programme

5 implement the secondment programme

6 establish reporting and follow-up procedures

7 use the knowledge and experience gained

8 evaluate effectiveness.

These are expanded below, and form the basis of the good practice checklists which are included at the end of this section.

1 Establishing priorities

Managers need to:

- consider priorities for development from the college strategic plan and, if appropriate, departmental or faculty plans
- consider the curriculum and organisational imperatives arising from national and regional/local developments
- take into account local LMI and future trends in employment and working practices
- relate priorities to college targets.

2 Identifying Staff Development Needs

Managers need to:

- consider the match between college priorities for development and the skills of the staff concerned
- consider whether secondment activity may be appropriate, who may be involved and whether the outcomes merit the input
- ensure a sound link between the strategic and curriculum objectives of the college and the personal objectives of the secondee
- ensure the activities are consistent with college quality systems
- emphasise the importance of the secondment activity

Teachers are often reluctant to be involved (time pressures, loss of lesson time, fear) and it is usually these staff who do need to experience a placement. We need to encourage reluctant team members to take part.

- draw on staff appraisal results
- set a manageable target for numbers of staff involved in secondments
- relate systematically to college/departmental/team aims as appropriate.

3 Identifying suitable placements

Managers and/or secondees need to:

- identify possible placement providers from existing links with employers or establish new contacts.

  Note: Existing contacts may have resulted from individual lecturer contacts as well as college industrial governors, work experience providers, day release sponsors, short-course customers, and so forth.

  > *We need to extend our work placement activities and staff are actively encouraged to identify suitable opportunities.*
  >
  > *With a comprehensive NVQ Programme and much experience of providing, and organising work placements through Youth and Adult Training, the College has many other links with employers.*

- classify the types of placement activity – in relation to the anticipated needs of the college – against the capacity of the placement to provide. (Is the purpose of the placement likely to be achieved?)

  Note: Some outcomes will require more specialist experience than others. Some companies can provide a range of experiences.

- make use of existing employer links databases or consider producing a placement database
- consider regional, national and international placement providers as well as local firms
- identify possible sources of support – for the college and for the employer
- visit the companies, if appropriate, provide information on the college and provide a contact name and telephone number
- keep a record of previous placements and ensure that companies are not overloaded with requests
- consider reciprocal arrangements with firms.

4 Developing the Programme

Managers and/or secondees need to:

- clarify and prioritise objectives and expected outcomes of the activity with the member of staff and agree arrangements with the company to be visited
- ensure that the secondee has undertaken appropriate preparation for the activity, in terms of the content of placement programme and company ethos, conditions of service, start and finish times, and so forth

  Note: staff going out on placements will need to consider any practical issues, such as whether there is a canteen, company dress code, car parking and so forth.

- arrange support and cover for the duration of the placement
- agree the evaluation, reporting and dissemination procedures and any feedback to the host organisation

> College W has improved its documentation to support Placements by including an offer to prospective employers that the final report from each placement will include a section which assesses the companies' current training practice in relation to IIP standards and/or evaluates the NVQ support systems of the company. Four of the seven businesses involved in secondments asked for such a report as an agreed objective of the secondment.

- estimate the resources required to undertake the activity and identify possible internal and external sources of support
- ensure that demand for secondments can be met with the resources available
- consider the timing of the activity in terms of both the workload of the individual concerned and when the outcomes are required
- consider the production of a standard written format to set out tangible aims and objectives
- ensure that the employer is involved in the programme planning
- be alert to the training possibilities for the college
- secure a clear health and safety agreement

  Note: it may be appropriate to undertake a risk analysis in certain circumstances.

- be aware that the activity may take a great deal of time to set up but should result in useful, long-term relationships.

> *As a college we are keen to increase the number of Industrial placements that staff participate in. As staff development co-ordinator I spent time one summer contacting large companies about the possibility of placements for staff. Rather than making general enquiries, I believe one needs to have a member of staff in mind with specific requirements, who knows what period of time they want, e.g. day/week/month/ or half day, a week or three months etc. It would be great to have a central pool one could go to. I find the Teacher Placement service very helpful.*

5 Implementing the Programme

Secondees need to:

- have undertaken an earlier clarification meeting before the first day of placement
- work to the commercial ethos of the company involved
- have a timetable and stick to it, arrive and leave at the agreed time
- give reassurances on confidentiality
- remember to seek introductions and names
- gather information throughout the secondment for their report and feedback
- ensure that they keep in touch with their college, particularly if the secondment is for a significant duration.

Managers need to:

- provide support for the secondee's administrative duties as well as providing cover for teaching
- maintain contact with the secondee and the host company to check progress, deal with any unexpected difficulties and, particularly during long secondments, alert the secondee of any important developments in the college.

6 Reporting and follow-up

Managers and/or secondees need to:

- have clear outcomes, audiences and deadlines for reports, preferably stipulated before the secondment takes place
- ensure individuals have access to groups/teams to report back on their experience
- record/report while the experience is still 'live'
- clarify what the employer may expect as an outcome
- provide the employer with a brief and relevant follow-up.

7 Using the experience

Managers and/or secondees need to:

- ensure that appropriate dissemination of the placement outcomes takes place throughout the college
- produce an action plan for using the knowledge and experience gained from the secondment. This should be closely linked to the objectives of the activity
- ensure that others in the college who may benefit from sharing any subsequent materials or new practices are enabled to do so
- consider ways of continuing the relationship with the host company, for instance as visiting speakers or advisers on materials and assignments.

8 Evaluating the programme

Managers and/or secondees need to:

- prepare a review for the senior management team
- ensure that impact on curriculum and services is recorded
- use the feedback from previous secondments to inform future priorities
- consider involving students and staff from the host organisation in the evaluation process.

Good practice checklists

College managers and potential secondees may find the following suggested actions useful when planning, implementing and evaluating secondments or industrial placements. The checklists may act as a useful *aide memoire*, and can be customised and adapted to meet specific needs. They may be photocopied for internal use if required.

GOOD PRACTICE CHECKLIST

1 Establishing priorities

	Notes	Current profile	Action needed	By whom	Anticipated benefits	Target date
Have you: ❑ considered priorities for development from the college strategic plan and, if appropriate, departmental or faculty plans? ❑ considered the curriculum and organisational imperatives arising from national and regional/ local developments? ❑ taken into account local LMI and future trends in employment and working practices ? ❑ related priorities to college targets?	*College managers need to establish priorities for staff development within the strategic planning process*					

GOOD PRACTICE CHECKLIST

2 Identifying staff development needs

	Notes	Current profile	Action needed	By whom	Anticipated benefits	Target date
Have you: ❑ considered whether secondment activity may be appropriate, who may be involved and whether the outcomes merit the input? ❑ ensured a sound link between the strategic and curriculum objectives of the college and the personal objectives of the secondee? ❑ considered the match between college priorities for development and the skills of the staff concerned? ❑ ensured activities are consistent with college quality systems? ❑ emphasised the importance of the secondment activity? ❑ drawn on staff appraisal results? ❑ set a manageable target for numbers of staff involved in secondments? ❑ related systematically to college/ departmental/ team aims as appropriate?	*'Teachers are often reluctant to be involved (time pressures, loss of lesson time, fear) and it is usually these staff who do need to experience a placement. We need to encourage reluctant team members to take part.'*					

GOOD PRACTICE CHECKLIST

3 Identifying suitable placements

	Notes	Current profile	Action needed	By whom	Anticipated benefits	Target date
Have you: ❑ identified possible placement providers from current links with employers or established new contacts? ❑ classified the types of placement activity – in relation to the anticipated needs of the college – against the capacity of the placement to provide? (Is the purpose of the placement likely to be achieved?) ❑ made use of existing employer links databases or consider producing a placement database? ❑ considered regional, national and international placement providers as well as local firms? ❑ identified possible sources of support – for the college and for the employer? ❑ kept a record of previous placements and ensured that companies are not overloaded with requests? ❑ considered reciprocal arrangements with firms?	*Existing contacts may result from individual lecturer contacts as well as college industrial governors, work experience providers, day release sponsors, short course customers, and so forth.* *'We need to extend our work placement activities and staff are actively encouraged to identify suitable opportunities.'* *'With a comprehensive NVQ Programme and much experience of providing and organising work placement though Youth and Adult Training, the College has many other links with employers.'* *Some outcomes will require more specialist experience than others. Some companies can provide a range of experiences.*					

GOOD PRACTICE CHECKLIST

4 Developing the programme

	Notes	Current profile	Action needed	By whom	Anticipated benefits	Target date
Have you: ❑ clarified and prioritised objectives and expected outcomes of the activity with the staff member and agreed arrangements with the company to be visited? ❑ ensured that the secondee has undertaken appropriate preparation for the activity, in terms of the content of placement programme and company ethos, conditions of service, start and finish times, etc? ❑ arranged support and cover for the duration of the placement? ❑ agreed the evaluation, reporting and dissemination procedures and any feedback to the host organisation? ❑ estimated the resources required for the activity and identify possible internal and external sources of support? ❑ ensured that demand for secondments can be met with the resources available? ❑ considered the timing of the activity in terms of both the individual's workload and when outcomes are required? ❑ considered the production of a standard written format to set out tangible aims and objectives? ❑ been alert to the training possibilities for the college? ❑ secured a clear health and safety agreement? ❑ been aware that the activity may take a great deal of time to set up but should result in useful, long-term relationships?	*'As a college we are keen to increase the number of industrial placements that staff participate in. As staff development co-ordinator I spent time one summer contacting large companies about the possibility of placements for staff. Rather than making general enquiries, I believe one needs to have a member of staff in mind with specific requirements, who knows what period of time they want, e.g. day/week/month, or half day, a week or three months etc. It would be great to have a central pool one could go to. I find the Teacher Placement service very helpful.'* *Staff going out on placements will need to consider any practical issues, such as whether there is a canteen, company dress code, car parking and so forth.* *It may be appropriate to undertake a risk analysis in certain circumstances.*					

GOOD PRACTICE CHECKLIST

5 Implementing the programme

	Notes	Current profile	Action needed	By whom	Anticipated benefits	Target date
For secondees Have you: ❑ held a clarification meeting before the first day of placement? ❑ worked to the commercial ethos of the company involved? ❑ had a timetable and stuck to it, arriving and leaving at the agreed time? ❑ given reassurances on confidentiality? ❑ remembered to seek introductions and names? ❑ gathered information throughout the secondment for their report and feedback? ❑ ensured that you keep in touch with the college, particularly if the secondment is for a significant duration? **For managers** Have you: ❑ provided support for the secondee's administrative duties as well as providing cover for teaching? ❑ maintained contact with the secondee and the host company to check progress, dealt with any unexpected difficulties and, particularly during long secondments, alerted the secondee of any important developments in the college?						

GOOD PRACTICE CHECKLIST

6 Reporting and follow-up

	Notes	Current profile	Action needed	By whom	Anticipated benefits	Target date
Have you: ❑ had clear outcomes, audiences and deadlines for reports, preferably stipulated before the secondment takes place? ❑ ensured individuals have access to groups/ teams to report back on their experience? ❑ recorded/reported while the experience is still 'live'? ❑ clarified what the employer may expect as an outcome? ❑ provided the employer with a brief and relevant follow-up?						

GOOD PRACTICE CHECKLIST

7 Using the experience

	Notes	Current profile	Action needed	By whom	Anticipated benefits	Target date
Have you: ❑ ensured that appropriate dissemination of the placement outcomes take place throughout the college? ❑ produced an action plan for using the knowledge and experience gained from the secondment? This should be closely linked to the objectives of the activity. ❑ ensured that others in the college who may benefit from sharing any subsequent materials or new practices are enabled to do so? ❑ considered ways of continuing the relationship with the host company, for instance as visiting speakers or advisers on materials and assignments?						

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GOOD PRACTICE CHECKLIST

8 Evaluating the programme

	Notes	Current profile	Action needed	By whom	Anticipated benefits	Target date
Have you: ❑ prepared a review for the senior management team? ❑ ensured that impact on curriculum and services is recorded? ❑ used the feedback from previous secondments to inform future priorities? ❑ considered involving students and staff from the host organisation in the evaluation process?						

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Appendices

Appendix 1: The college survey

FEDA Project
Industrial placements, secondments and exchanges (RPM035)

(placements, work shadowing, exchanges in public or private sector organisations since April 1993)

*(**Note:** the following includes all survey questions; however it does not reproduce the original layout)*

Name of college
Curriculum area
Name of person completing the questionnaire
Job title
Name of overall college contact
(e.g. AP, Human Resources/Staff Development Officer)
Job title

1 Placements

1.1 Have any members of staff in the curriculum area undertaken a placement or similar activity in a public or private sector organisation since April 1993? YES/NO

1.2 If YES please give details, as follows:
- (i) number of staff involved
- (ii) Job roles, e.g. technicians, GNVQ Core Skills Co-ordinator
- (iii) Brief description of the activity, including:
  - type of activity e.g. work shadowing, exchanges, placement, work observation
  - type of company
  - size of company: small, medium, large
  - job role of the person shadowed
  - duration, e.g. number of days
- (iv) Purpose, e.g.:
  - to devise assignments
  - to work with employers to devise on-the-job NVQ assessments for employees
- (v) Outcomes
  - were they specified in advance? YES/NO
  - what outcomes were achieved?

2 Financial support

2.1 Was any financial support available? YES/NO

2.2 If YES what was the source of these funds? (Please be as specific as possible, e.g. college staff development budget, EBP [education-business partnerships], TEC Development Funds, etc.)

2.3 What were the funds used for (e.g. class cover)?

3 Other forms of support
(What assistance was available to help set up the arrangements and get the most out of the experience?)

3.1 What forms of support were available? e.g.:
- assistance in finding a suitable placement
- interviews with staff development officer to plan placement
- interviews with HOD to debrief

3.2 What was the source of support? e.g.:
- EBP teacher Placement service
- TEC Education/Business Links Adviser
- college staff development officer

3.3 Comments on the support available, eg:
- quality of support
- available but not used because . . .
- needed something different (please specify)

4 Was the placement (or similar arrangement) helpful?
Please give details

5 have any members of staff sought accreditation for their placement activity (e.g. from RSA, Open University, etc)?
Please give brief details

6 Any other comments

Appendix 2: The TEC/EBP survey

*(**Note:** the following includes all survey questions; however it does not reproduce the original layout)*

Name
Position
TEC

1 Basic TEC/EBP information

1.1 Is there a dedicated teacher placement organiser in the TEC area? YES/NO

1.2 If NO, please indicate briefly how teacher placement is organised.

1.3 If YES, please indicate who employs the teacher placement organiser:
- the TEC
- an EBP/EBPs
- LEA
- Careers Service
- other (please specify)

1.4 Is the teacher placement in your TEC area delivered by:
- the TEC
- EBP/EBPs
- LEA
- Careers Service
- other (please specify)

1.5 Is teacher placement strategy the responsibility of:
- TEC steering group
- Strategic Forum
- EBP/EBPs

1.6 Does the TEC provide additional funding to the Teacher Placement Funds?
If YES please tick the nearest amount:
TP Funds + 50%
TP Funds +100%
TP Funds + 200%

1.7 Does the support for placements include:
- advertising opportunities in colleges
- funds for replacement cover
- standard documentation (action plans, etc)
- other (please specify)

1.8 Number of schools in TEC area
Number of FE colleges in TEC area
Number of VIth Form Colleges in the TEC area

2 Teacher Placement Funds

2.1 Please indicate which PRF measure was agreed in 1995–96:
- placement to support GNVQ development
- head teacher placement
- industry placement in schools /colleges

2.2 Please indicate which PRF measure you expect to use in 1996–97:
- placement to support GNVQ development
- head teacher placement
- industry placement into schools/colleges

2.3 If your PRF measure focused on placement to support GNVQ development, were any FE college lecturer placements provided? YES/NO
If YES please give details

2.4 Teacher placement numbers achieved in 1995/96
- School teachers
- FE Lecturers/tutors
- 6th Form College teachers

2.5 Do you expect the numbers of FE placements in 1996/97 to;
- Increase
- decrease
- remain the same?

2.6 What do you consider to be the main barrier to providing FE placements?
- The current teacher placement definitions of eligibility
- DfEE audit requirements on the 10% target
- problems with FE college/TEC links
- FE up skilling requirements beyond the scope of placement resources
- other (please specify)?

3 TEC Discretionary Funds
(i.e. Surplus, LIF, etc.)

3.1 Were there any TEC-funded projects with an element of FE placement in 1995–96?
If YES, please describe briefly, including numbers, names of colleges, purpose, etc.

3.2 Are there any TEC funded projects with an element of FE Placement planned for 1995–96?
If YES, please give brief details, including numbers, names of colleges, purpose, etc.

4 General SRB projects

4.1 Were there any SRB funded projects in your TEC area with an element of FE placement in 1995–96? YES/NO
If YES, please give brief details, including numbers, names of college, purpose, etc.

4.2 Are there any SRB Funded projects with an element of FE placement planned/bid for in your TEC area in 1996–97? YES/NO
If YES, please give brief details including numbers, names of colleges, purpose, etc.

5 EBP/SRB

5.1 Is the EBP(EBPs) in your TEC area wholly or partly funded by an SRB bid? YES/NO

5.2 If YES, does the SRB contract specify any target for FE lecturer placement? YES/NO
If YES, please indicate numbers (targets and number achieved).

6 Competitiveness Fund

6.1 Are there any Competitiveness Fund Projects in your TEC area, in either 1995–96 or 1996–97 which specify any element of FE placement in support of the capital spend? YES/NO
If YES, please give brief details, including numbers of placements, names of colleges, title of projects and extra funding sources.

7 TEC Development Funds

(Please include any project supported by the Additional Development initiative in your answers to this question.)

7.1 Were there any Development Funded projects in your area with an element of FE placement in 1995–96? YES/NO
If YES, please give brief details, including numbers, names of colleges, titles of projects, purposes of placements, etc.

7.2 Are there any Development Funded projects with an element of FE placement planned for 1996–97? YES/NO
If YES, please give brief details, including numbers, names of colleges, titles of projects, purposes of placements etc.

7.3 Are there any examples of links between Development Funds and Competitiveness Funds to support FE placement? YES/NO
If YES, please give details.

8 Accreditation of Placements

8.1 Does the teacher placement programme in your TEC area offer any nationally-recognised accreditation, such a s the RSA Certificate? YES/NO
If YES, please give brief details, including FE Numbers involved, and names of colleges.

9 FE College Staff Development Funds

9.1 From your TEC review of FE college plans, do you know of any FE colleges in your area which have allocated/are planning to allocate staff development plans to staff placement in industry? YES/NO
If YES, please give brief details including college contact and numbers involved.

10 Industry Funds

10.1 Do you know of any local employer or national scheme offering placements in your TEC area with an FE college or groups of colleges? YES/NO
If YES, please give brief details including company and numbers involved.

10.2 Do you know of any examples of exchanges between college staff and employees from industry? YES/NO
If YES, please provide brief details.

10.3 Do you know of any examples of secondments, placements of employees from industry into FE colleges in your TEC area? YES/NO
If YES, please provide brief details.

Please provide any other relevant information.

Appendix 3: European funding

The following information is from the European Union's Europa server on the Internet. It can be accessed on:
http://europa.eu.int/comm/sg/scadplus/leg/en/p19000.htm

Socrates

Objective

To develop the European dimension in education at all levels, to promote a quantitative and qualitative improvement in knowledge of languages in the Union, to promote cooperation between institutions in the Member States' education systems, to encourage the mobility of students and teachers, to encourage the academic recognition of diplomas, periods of study and other qualifications.

Eligibility

The Socrates programme is implemented in the 18 countries of the European Economic Area. It concerns all types of educational establishment; all categories of teaching staff; all persons following courses; the managerial staff of educational establishments; education counsellors and inspectors; policy-makers in the field of education at local, regional and national levels; associations which are active in the field of education; undertakings, organisations and agencies working in education or involved in the production and distribution of educational materials.

Community support

The budget for the Socrates programme is ECU 850 million for the period 1995–99, subject to review in 1997.

Areas of action of the Socrates programme

- **Higher education (Erasmus)**

  Action 1 is aimed at developing the European dimension of higher education establishments through the organisation of exchanges of students for recognised study periods; promoting the mobility of teaching staff; short, integrated European language modules; intensive short-term education programmes; thematic networks relating to specific fields; etc.

  Action 2 consists of awarding grants to students engaging in studies abroad for periods of between three to 12 months, to help them cover their mobility costs (travel, language preparation, differences in costs of living).

- **School education (Comenius)**

  Action 1 concerns transnational partnerships between pre-primary, primary and secondary schools with the aim of developing European education projects on subjects of common interest to schoolchildren in different Member States.

  Action 2 is aimed at developing the education of the children of migrant workers, occupational travellers, travellers and gypsies. It is also aimed at promoting intercultural education to prepare schoolchildren for life in a society of ever-increasing cultural and linguistic diversity.

  Action 3 consists of the organisation of training activities for teachers and other educators so as to improve the level of education in general and to give a European dimension to teaching through the exchange of experience.

- **Promotion of language skills (Lingua)**

  This involves measures to improve the teaching and learning of the official languages of the Union and the Member States of the EEA in all sectors of education (European cooperation programmes for the training of language teachers; immersion courses for language teachers; awarding of grants to enable future language teachers to spend from three to 12 months in assistantships abroad; development of new learning tools; joint education projects for language learning).

- **Open and distance learning**

  Two sets of measures have been introduced: support for European cooperation in the fields of open and distance learning through the awarding of financial assistance to European partnerships aimed at the development of distance learning and to monitoring projects; promotion of distance education in areas of action other than Socrates.

- **Adult education**

  Transnational projects to improve the European dimension of adult education in general, as a complement to the actions under the Leonardo da Vinci programme.

- **Exchange of information and experience on education systems.**

Procedures and information

Bureau d'assistance technique à la Commission européenne pour le programme Socrates
Rue Montoyer 70
B-1040 Brussels

Tel: [32-2] 233 01 11
Fax: [32-2] 233 01 50

European Commission
Mr D Lenarduzzi, Director
Directorate-General XXII 'Education, Training and Youth'
Directorate à 'Co-operation in the field of education'
Rue de la Loi 200
B-1049 Brussels

Activities and back-up

- Guide for applicants
- Vademecum

LEONARDO DA VINCI

Objective

Implementation of a Community vocational training policy to support and supplement action taken by the Member States.

Community measure

Council Decision 94/819/EC of 6 December 1994 establishing an action programme for the implementation of a European Community vocational training policy.

Contents

1 The Leonardo da Vinci programme runs from 1 January 1995 to 31 December 1999.

2 Community action is based on a common framework of objectives aimed at:

- improving the quality and innovative capacity of Member States' vocational training systems and arrangements
- developing the European dimension in vocational training and guidance;
- promoting lifelong vocational training and supporting associated policies
- encouraging vocational training measures for unskilled adults
- enhancing the status and attractiveness of vocational education and training, and fostering equivalence between academic and vocational qualifications
- promoting vocational training for young people and preparing them for adult and working life
- encouraging vocational training measures for disadvantaged young people lacking adequate training
- promoting equality of access to initial and continuing training for disadvantaged persons
- promoting equality of opportunity as regards access for women and men and their effective participation in vocational training
- promoting equality of opportunity as regards access to, and effective participation in, vocational training for migrant workers and their children, and for disabled people
- promoting cooperation in respect of skill requirements and training needs, and encouraging the acquisition and transparency of qualifications and an understanding of the key skills relevant to technological development
- promoting vocational training in the light of the results of technological research and development programmes
- promoting the gradual development of an open European vocational training and qualifications area
- supporting activities aimed at developing linguistic skills as part of vocational training measures
- promoting the development of vocational guidance facilities
- fostering the development of methods of self-training at the workplace and of open and distance learning and training
- encouraging the development and integration of key skills in vocational training measures
- giving all young people in the Community the opportunity to undergo one or, if possible, two or more years of initial vocational training on top of their compulsory education.

3 The Commission is to implement, in consultation with the Member States, the Community measures specified in the Annex. It is to take steps to ensure an appropriate transition between the measures already taken under the Comett, Eurotecnet,

Force, Petra and Lingua programmes and the measures to be implemented within the framework of this programme.

4 It is estimated that ECU 620 million will be needed to implement the programme.

5 The Commission is assisted by a committee composed of two representatives from each Member State and chaired by the representative of the Commission.

6 The Community measures specified in the Annex encompass four strands.

Strand I: support for the improvement of vocational training systems and arrangements in the Member States.

Strand II: support for the improvement of vocational training measures, including university/industry cooperation, concerning undertakings and workers.

Strand III: support for the development of language skills, knowledge and the dissemination of innovation in the field of vocational training.

Strand IV: support measures.

References

Official Journal L 340, 29.12.1994

Follow-up work

Commission interim report of 23 July 1997 on the implementation of the Leonardo da Vinci programme [COM(97) 399 final, not published in the Official Journal]

The report is derived both from the results of an objective external evaluation and from the participating countries' reports on the implementation and impact of the Leonardo da Vinci programme.

Some general trends emerging from the national reports are as follows:

- the concern for employment and employability is becoming increasingly pronounced in vocational training policies
- all the reforms undertaken are aimed at making the most of vocational training and guaranteeing its quality
- vocational training is becoming decentralised and individualised, with greater responsibility on the part of those involved at local and regional levels and the social partners.

Two major trends are discernible with regard to initial vocational training: willingness to enhance the value and recognition of initial vocational training, and a closer relationship between schools and enterprises (work/training schemes). In tandem with the general trend towards the differentiation of occupational profiles, there is a growing need for an extended and more general knowledge base, with a resultant opening up of different channels within school systems and development of training projects aimed at providing a double general and vocational qualification.

In the field of continuing vocational training, besides the steadily growing number of participants, three trends can be identified:

- decentralisation, mainly in the form of regionalisation
- the search for quality
- the search for flexible, tailored training, with greater emphasis on modular approaches and the new technologies.

Training supply is obviously broadening and diversifying, with more and more players on the market (e.g. universities, specialised micro-enterprises), necessitating greater transparency.

The divisions between initial and continuing vocational training are becoming blurred, as is the case with vocational training and general education. There is much closer cooperation between education/training institutions and enterprises, and efforts are being made to find alternatives to diplomas through a double general and vocational qualification.

All the Member States stress the importance of measures geared to improving the prospects for social and occupational integration of target groups such as unskilled young people, young unemployed people, the long-term unemployed, people with disabilities and immigrants.

Although there are genuine areas of convergence, the export of national experience remains limited owing to the fact that most of the programmes have their origins in very specific national contexts and cultures, making their transposal to other environments a tricky matter.

The Leonardo da Vinci programme is implemented by the Commission, assisted by a committee, with support provided by the Leonardo da Vinci technical assistance office. National coordination units responsible for providing information and for man-

aging, organising and monitoring the programme at national level have been set up in the Member States and participating countries.

The Council Decision estimated that the financial resources required at Community level to implement the Leonardo da Vinci programme would be ECU 620 million for the period from 1995–99. For the first two years of the programme, the budgetary authority allocated an overall sum of ECU 139.5 million in 1995 and ECU 154.4 million in 1996. In 1995 and 1996, with the provision of funding for 1,542 projects totalling ECU 201.8 million, the Leonardo da Vinci programme enabled more than 50,000 persons, including 22,000 young people undergoing initial training, 10,000 young workers and 13,000 higher education students or graduates, to benefit from a European mobility grant for periods of guidance and training throughout the Member States and participating countries.

The impact of the programme is apparent on different fronts:

- the pilot projects are part of the development of the Member States' vocational training systems and arrangements; the key players involved in training see the programme as a priority for investment
- by proposing innovative answers in respect of new qualifications, new occupational profiles, new means of access, ways of bringing schools and enterprises closer, and new pathways for occupational integration and stabilisation, the programme has a highly significant impact vis-a-vis innovation ('European laboratory for innovation')
- the programme is often perceived as an opportunity to amplify an existing project, by fostering transnationality and multi-partner cooperation
- the programme makes a strong contribution towards the development of transnational mobility
- the impact is all the greater when the project is capable of developing genuine training strategies.

It goes without saying that the impact of the programme will take some time to materialise: it appears, though, that the cooperation which has been initiated and the efforts which are being made to respond to the ongoing changes are promising. By encouraging the parties concerned to work together, the Leonardo da Vinci programme has made a significant contribution towards unifying the field of vocational training.

One of the shortcomings of the programme is the poor dissemination of the results of projects. The Commission is now paying particular attention to activities aimed at exploiting and disseminating the results at European level. Also, the complexity of the programme itself and the cumbersome administrative procedures have been something of a drawback. The lessons to be drawn from experience gained during the first two calls for proposals, and from the national reports and the external evaluation report, can only help to improve the effectiveness of the programme.

EDUCATION, TRAINING AND YOUTH – LEONARDO DA VINCI (1995–99)

Objective

Community action programme for the implementation of a vocational training policy in Europe to encourage quality and innovation in national vocational training systems by contributing added value, to increase language skills, to promote equal opportunities in training for men and women and to combat exclusion by offering disadvantaged persons a second chance.

Eligibility

The Leonardo da Vinci programme is being implemented in the 18 countries of the European Economic Area. It will be extended to associated countries in central and eastern Europe and to Cyprus and Malta.

A wide range of organisations are eligible: private or public-sector enterprises/establishments, social partners at national or Community level, training bodies, universities, national, regional and local authorities, and research centres and institutes.

The promoters must fulfill the following conditions: they must implement the programme's common framework of objectives, form a transnational partnership between at least three countries for pilot projects, and register for one of the strands and one of the specific measures set out in the programme.

Community support

The provisional budget for the Leonardo da Vinci programme is approximately ECU 620 million for 1995–99.

Action supported by the Leonardo da Vinci programme:

- Strand I: support for the improvement of vocational training systems and arrangements in the Member States (development of new forms of learning, devising of a method for validating vocational skills, etc). This strand is mainly addressed to the people responsible for vocational training systems.
- Strand II: support for the improvement of vocational training measures, including university/industry co-operation, concerning undertakings and workings (acquisition of the skills needed to cope with new technologies and work organisation methods, setting up of a regional or European sectoral training network, etc). This strand is addressed more to the economic and social partners active in the field of vocational training.
- Strand III: support for the development of language skills, knowledge and the dissemination of innovation in the field of vocational training (audits of language skills in SMEs, development of language aids catering for the specific needs of sectors of the business community, and transfer of methodologies, results or training products developed at transnational level to training systems and arrangements, etc).
- Strand IV: support measures (aid in forming a transnational partnership, setting up of databases on projects and products, etc). This strand mainly relates to the organisation and monitoring of the programme.

The beneficiaries of the Leonardo da Vinci programme may be:

- apprentices or young people undergoing vocational training
- young workers
- graduate students
- trainers, tutors or persons responsible for vocational training in enterprises
- language teachers or trainers
- public decision-makers at local, regional or national level
- members of a trade union or an employers organisation.

Individuals may not submit an application directly but may benefit from the programme under a proposal submitted by an organisation.

Financial support

The financial contribution from the Community will be on the basis of co-funding:

- transnational pilot projects: up to 75% of expenditure with a ceiling of ECU 100,000 per year and per project
- transnational placement and exchange programmes: up to ECU 5,000 per beneficiary for a placement or an exchange; the duration of placements varies between three and twelve months and of exchanges between two and twelve weeks
- surveys and analyses: 50–100% of expenditure.

Appendix 4: Useful addresses

The Education Adviser/Manager of the TEC is the best source of information for local contacts with Teacher Placement Services, Education Business Partnerships, and Business Links. The following national and regional organisations are best contacted directly at the addresses below.

UBI England and Wales Regions

UBI West Midlands

c/o British Gas TransCo
Business Park, Murdoch Buildings
Wharf Lane
Solihull, West Midlands B91 2JW
Tel: [0121] 705 7581
Contact: Mrs Janice Anderson

UBI East Midlands

University of Leicester
School of Education
21 University Road
Leicester LE1 7RF
Tel: [0116] 254 4080
Contact: Mr Don King

UBI Eastern

The Orchard House
12 Thrifts Walk
Old Chesterton
Cambridge CB4 1NR
Tel: [01223] 301 635
Contact: Mr Philip White

UBI South West

c/o British Aerospace Airbus Ltd
Partnership Centre
Filton
Bristol BS99 7AR
Tel: [0117] 936 5582
Contact: Mr Dave Rowley

UBI North East

Knottingly Business and Education Centre
Knottingly High School
Middle Lane
Knottingly
West Yorkshire WF11 0BZ
Tel: [01977] 679 130
Contact: Mr Peter Stagg

UBI North West (also RSA Accreditation)

Enterprise House
2 Maryland Street
LIVERPOOL L1 9DE
Tel: [0151] 708 6602
Contact: Mr Peter Bereton

UBI London and South East

Royal Mail
The Loft
9 Howick Place
London SW1P 1AA
Direct Tel: [0171] 592 8834
General Enquiries: [0171] 592 8844
Fax: [0171] 592 8837
Contact: Mr Bruce Robertson

UBI Wales

Ebrandy
Llanllugan, Nr Welshpool
Powys SY21 0AG
Tel: [01938]810 788
Contact: Mrs Audrey Guy

European Funds

UBI International Programmes

The School of Education and Professional Development
University of East Anglia
Norwich NR4 7TJ
Tel: [01603] 592 319
Contact: Mr Maurice Cohen

Central Bureau for Educational Visits and Exchanges

10 Spring Gardens
London SW1A 2BN

Tel: [0171] 389 4509 (Leonardo)
Contact: Ms Anne Kinsella

Tel: [0171] 389 4004 (Lingua B)
Contact: Ms Angela Shackleton

Tel: [0171] 389 4759 (Socrates – teacher placement)
Contact: Peter Oudejans

BT Principals Work Shadowing Project

10 Pyes Meadow
Elmswell, Bury St Edmunds
Suffolk IP30 9UF
Tel: [01359] 242 401
Contact: Mrs Brenda Hatton

National School Associates Programme

PO Box 963
Oxford, Oxfordshire OX4 3XL
Tel: [01865] 724 335
Contact: Mr David Kelly

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References and reading list

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1 Partners in economic developement

FE matters

There is a recognised link between economic growth and up-to-date education and training in further education. Colleges are increasingly challenged to redefine their relationships with employers. Developments in technology, working practice, legislative requirements, and quality expectations all require FE colleges to keep the content and delivery of learning programmes at the leading edge of industry standards. A systematic programme of secondments to business and industry can provide recent and relevant experience to inform curriculum change and enhance services to employers.

This publication reports on current practice and highlights the benefits of placements and secondments. It provides practical advice on planning, implementing and funding such secondments.

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